

Programme 112.†

L,

(September to December, 1928,
(January to March, 1929, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLLET.)

FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

I. A & B Suitable stories from *Genesis*, chapters 16-³³~~25~~, inclusive.

Teacher to study Dr. Paterson Smyth's *Genesis* (Sampson Low, 1/6), lessons 9-16, inclusive, in order to bring the passages home to the children, adding comments if necessary.

II. Suitable stories from *St. Mark's Gospel*, chapters 1-9 inclusive. Teacher may study Dr. Paterson Smyth's *St. Mark* (A.P.C.K., 1/6), lessons i.-viii., inclusive.

(Optional) *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 2/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6). Teacher will find useful *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6).

Reading,¹ (Sunday, holiday and "children's hour") (optional):

A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 373-450 (1811 to the end). Sir

¹ Members overseas see special leaflet.

† The 112th term of work set since the Parents' Union School began.

- Walter Raleigh (Nelson, 1/6). *In the Beginning*, by Eva Erleigh (Hememan, 5/-).
- A & B *If I lived in Japan*, by G. R. Barclay (C.M.S., 1/-).
- A Book of Nature Myths*, by F. Holbrook (Harrap, 1/3).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-).

Writing.

- A *New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).
- A Card 1, lines 3 and 4; card 3, lines 4 and 5, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, lines 3 and 4; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of *The "New Handwriting."*

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/9), Part II., from "The two lions" to "The departure from Gaius' house." *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 254-287.
- B Three Fairy Tales: Andersen's *Fairy Tales* (Oxford Press, 3/6, or, Nelson, 1/9), or Grimm's *Fairy Tales* (Oxford Press, 3/6, or, Dent, 2/-), may be used. Three fables: *Aesop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 342-393 (1588-1685). Mrs. Frewen Lord's *Tales from St. Paul's Cathedral*,¹ (Sampson Low, 1/6), chapters 7 and 8.
- B *Our Island Story*, pp. 1-40 (B.C. 55-A.D. 449).

Geography.

- In every lesson there should be six map questions before reading letterpress, then reading and narration.
- A *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 18-22 inclusive. *Ambleside Geography Books*, Book II.* (Kegan Paul, 3/-), lessons 34-40, inclusive. Philip's *Atlas of Comparative Geography** (3/6). Be able to describe six places connected with recent events. Pace and make plans of schoolroom, dining room, landing, staircase.
- B *Ambleside Geography Book I.*, lessons 1-5, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/-),

¹ Members overseas see special leaflet.

Japan, India, China, Arabia. Be able to describe six places Father and Mother have visited. (1), Describe, (2), make in tray of sand, roads, parks, streets near home.

Natural History.¹

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6).
- A *Insect Life** ("Eyes and No Eyes Series," Cassell, 1/3), lessons VII.-XII. *Wild Creatures of Garden and Hedgerow*, by Frances Pitt (Constable, 7/6), pp. 1-44. Find and name wild flowers: watch six animals, birds, etc.
- B *Highways and Hedgerows* ("Eyes and No Eyes Series," Cassell, 1/3), lessons VI.-VIII.; watch and describe six (a) birds, (b) animals. *The Golden Book of Animal Stories*, by H. Mortimer Batten (Blackie, 5/-), pp. 87-151.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures by Rubens* (P.N.E.U. Office, 2/- the set): see notes for teachers in the September number of the *Parents' Review*.

French. 2 (see N.B. 3).

- A & B *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), pp. 22-33 (B take the "series" only).
- A *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.). (Optional), *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 24-31; children to narrate.
- B Singing games, see under *Singing*.
Beginners may use *La Vie de Madame Souris* (Dent, 1/-).

Number (see N.B. 3).²

Some rapid mental work for A and B, each lesson.

- A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I. (University of London Press, 10d.), pp. 39-64. Teacher should use Teacher's Book I. (2/-), or, (more easy) Nelson's *Arithmetic Practice*, Part II. (10d.), Term I., pp. 1-18. Build up and learn Multiplication Tables 9 and 11 (five minutes' exercise in every lesson). Tables to be worked out in money thus: $9 \times 7 = 63$; 63 pence = 5s. 3d.
- B Nelson's *Arithmetic Practice*, Part I. (10d.). Term II., pp. 19-27. Build up and learn Multiplication Tables 6 and 12. Sums may be worked with dominoes, beans, etc., at first. Teacher may use *Teacher's Book*. Part I. (1/2).

¹ Members overseas see special leaflet.

² Schools may substitute the national language.

Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Paint-box with specially chosen colours and brush (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be much used*. Six wild fruits; six animals that you have been able to watch; scenes from stories taken from P.U.S. books.

Recitations.

A & B Learn 6 verses each from *Genesis*, chapter 28, and from *St. Mark's Gospel*, chapter 6. Psalm 84. One suitable hymn. Recite a poem (each child may choose a different one). Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase*, by L. Chisholm, Parts I.-IV. (Nelson, 4d. each part); *A Treasury of Verse*, Book I., selected by M. E. Edgar (Harrap, 6d.).

Reading.

Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

A Poetry and books used for History, Geography, and Tales. (Upper I.A.): *Sir Walter Raleigh* (Nelson, 1/6). *Readings* (Folk tales), by Walter de la Mare, Books I. and II. (Blackwell, 1/8 each).

A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *The Pigtail Boy (China)* (Milford, 3½d. or 6d.).

B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/6), with the *Introductory Book* (1/-), may be used for beginners.

Music.

A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

A & B Debussy, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see *Our Work* (September P.R.).

Singing.

A & B *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6). *Christmas Carols*, edited by Sir J. Stainer, First Series (Novello, 1/6).

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 24-27. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).

B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

Drill.

A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Mrs. Kirk (Longmans, 3/6). Folk dances: *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.

A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.

B *Physical Exercises for Children under Seven* (3d.).

A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

A & B Help in house or garden. *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series I., 1-7. Use *The World of Paper*, Toy Book, by Forbicechio (Willis & Co., Vols. II., III., IV., 1/3 each). Make Christmas presents. Crochet a small door mat: leaflet and materials from Messrs. A. W. Simpson, "The Handicrafts," Kendal. Knitting with large needles and coarse cotton: *The Little Girl's Knitting and Crochet Book*, by F. Klickmann (R.T.S., 1/6). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Help the "Save the Children Fund" (26 Gordon Street, London, W.C.1).

GENERAL NOTES.

N.B. 1.—The work lasts for two years (average ages 7 and 8) in Form I.A. In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able, but more work must be expected from I.A.

N.B. 3.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they have done the work set for the Form.

N.B. 4.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/). Keep a record of work (see leaflet H).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3½d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, ½ inch wide, 1/3). Boys' Belts, 2/-. Ties (1/3 cotton, 3/- and 2/6 silk). P.U.S. Monogram Badges (8½d.) for boys' and girls' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted). P.U.S. Blazers, 21/6 each. P.U.S. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM I. (A and B)

PUPILS' NAMES.....

.....

Bible Lessons.

A & B I. 1. Tell about the visit of the three Angels to Abraham. What did they tell him?

or, 1. Tell the story of Hagar and Ishmael in the desert.
2. Tell (a), a story about Abraham and Isaac, or, (b), how Rebekah was chosen to be Isaac's wife.

II. 1. Tell about the healing of (a), the man with the withered hand, or, (b), the man who was "sick of a palsy."

2. Tell about (a), the Sower and his seed, or, (b), how Christ healed the blind man.

N.B.—*Stories learned under Recitations should not be given.*

Writing.

A Write (once only) a line of poetry from memory.

B Write, or print, (once only), "Grasshopper green has a quaint little house."

Tales.

A 1. Tell (a), what the pilgrims saw in the Valley of Humiliation, or, (b), how they were received at the house of Gaius.

2. Tell (a), a story about Danae and Perseus, or, (b), about Perseus and the Three Grey Women.

B 1. Tell (a), a short fairy story (from Grimm or Andersen), or, (b), one of Æsop's Fables.

English History.

A 1. Tell a story about (a), Queen Elizabeth, or, (b), the "Mayflower."

2. Tell a story about (a), Charles I. and his Parliament, or, (b), the Lord Protector, Cromwell.

3. Why was Nelson buried in St. Paul's Cathedral? Tell one story about him.
- B 1. Tell (a), about the coming of the Romans, *or*, (b), the story of a Warrior Queen.
2. Tell a story about (a), Vortigern, *or*, (b), Rowena.

Geography.

- A 1. Can you explain why some countries on the earth are warm, some cold and some temperate?
2. Describe some of the things you would like to see if you visited (a), India, *or*, (b), China.
- B 1. Why do we suppose the world is round? Give two reasons.
2. Tell six things about (a), the life of the people in Japan, *or*, (b), the Children of the Desert.
- A & B 3. Describe, (a), a place connected with recent events, *or*, (b), a place "Father and Mother" have visited.

Natural History.

- A 1. Tell what you know about a bat. Have you seen one?
2. What have you seen and read about two of the following,—a common wasp, a leaf-cutting bee, a carder bee, a grasshopper?
- B 1. What do you know about (a), a grass snake, *or*, (b), a badger?
2. Tell a story about (a), Monty, the Raccoon, *or*, (b), a musk-rat.

Picture Study.

- A & B Describe "The Prodigal Son," by Rubens.
(Another picture may be described if this has not been studied.)

French (oral only) *

- A & B 1. Say as much as you can in French about (a), your doll, *or*, (b), the picture on p. 31 (Thémoïn).
- A 2. Name in French five things in your bedroom, and say a sentence in French about two of them.
3. Recite a French poem, *or*, part of a fable.
- B 2. What names of colours can you say in French? Point to four things in the room, and tell the colour of each in French.

Number. (All working must be shown.)

- A (Second Year.) 1. If there are 1080 pieces of holly and 45 pieces of mistletoe, how many of each can be given to five different houses?
2. If you spend 5/- in buying mince-pies that cost 2d. each, how many do you buy and how many dishes do you need if 6 are placed on each?
3. A toy-maker had 50 motors to fit with wheels and only 178 wheels. How many more would he have to get?

- or*, (First Year.) 1. A box contained 75 candles, red, blue, yellow, and green. If there were a score of red ones, a dozen blue, and $1\frac{1}{2}$ dozen yellow, how many were green?
2. Draw a picture of an oblong cake, making the long sides $2\frac{1}{2}$ inches and the short sides $1\frac{1}{2}$ inches long. Divide it into square pieces by drawing lines $\frac{1}{2}$ an inch apart. How many children could have a piece each?
3. In one shop window there were 48 boxes of preserved fruit, in another 29, and in a third 33. If each box contained $\frac{1}{2}$ lb. how many pounds of fruit were in the three windows?
- B 1. On a Christmas table there were four large parcels, also 34 for little girls and 48 for little boys. How many parcels were there altogether?
2. Some children bought a roll of 32 yards of tinsel. After they had put 16 yards on the Christmas tree how much had they left?
3. From 3 boxes of crackers with a dozen in each, 16 children each got two. How many were left.

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for one of the stories you have enjoyed.
2. Some wild fruits, *or*, an animal you have watched.

Recitations *

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading. *

Father to choose unseen passage.

Music. *

Examine in work done and report progress.

Singing *

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. *

Drill, before parents.

Work. *

Outside friend to examine, but list of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 10th. Papers to be posted on Saturday, 15th, *with no other enclosure*. Schools may send in papers December 22nd.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, (b) the Regulations as to the number of papers to be sent in by Schools. In Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, where it is not possible to arrange for the dictated answers in I.A.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.